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ABSTRACT

This document contains an annotated list of 95 resources about and/or for use in adult and family literacy programs. The list includes a wide variety of publications, including background reading materials, parent and teacher guides, program descriptions, reports of research projects, discussions/analysis of government policy, assessment guides/instruments, workshop materials, instructional materials, supplementary resource materials intended for classroom use, and annotated bibliographies. Also included are a list of 6 periodical publications of interest to planners/providers of adult and/or family literacy programs and a list of 10 nonprofit organizations concerned with family and adult literacy. (MN)

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ED 378 315

RESOURCES FOR ADULT AND FAMILY LITERACY

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ADULT AND FAMILY LITERACY RESOURCES

Abt Associates (1991). *Working with families: Promising programs to help parents support young children's learning* (Contract No. LC 8808901). Washington, DC: U.S. Department of Education.

This report summarizes the results of a study examining 17 promising education programs for disadvantaged families. Successful program characteristics are outlined and suggestions are made for recruitment and retention. **An excellent resource for planning programs.**

Allexsaht-Snider, M. (1992). Bilingual parents' perspectives on home-school linkages. Paper presented at annual meeting of American Educational Research Association, April 22, 1992.

Askov, Eunice N. & Clark, C. J., (1991). Using computers in adult literacy instruction. *Journal of Reading*. 34 (March).

Auerbach, E.R. (1989). Toward a social-contextual approach to family literacy. *Harvard Education Review*, 59 (165-186).

Excellent background reading and conceptual piece. Author provides rationale for the development of family literacy programs within a social-contextual framework. The author stresses the social context and cultural practices that should inform program design.

Adult Learning and Literacy Clearinghouse. (1990). Adult Education State Resource and Information Centers. Washington, DC: U.S. Department of Education, Division of Adult Education and Literacy.

Literacy Resources listed by region.

Adult Learning and Literacy Clearinghouse. (1990). *Directory of State Staff Specialists for Family Literacy.* U.S. Department of Education, Office of Vocational and Adult Education.

Literacy coordinators listed by state.

Adult Learning and Literacy Clearinghouse (1991). *State Directors of Adult Education.* Washington, DC: U.S. Department of Education, Division of Adult Education and Literacy.

Lists of persons responsible for adult education programs in each state.

This resource list was prepared by Dr. Kathleen J. Mackin, RMC Research Corporation, 1000 Market Street, Portsmouth, NH 03801

Adult Literacies: Intersections with elementary and secondary education. (1991). Phi Delta Kappan *Hot Topic Series.* Bloomington, IN: Phi Delta Kappa, Center on Evaluation, Development, and Research.

Excellent reader for anyone trying to understand or catch up with the field of adult literacy and the obvious connections between adult and child literacy. Provides a collection of important readings in one volume.

The introduction (4 pages) to this anthology provides useful background information and could be used as a stand alone piece at workshops, etc. This anthology includes writings from important thinkers in the fields of adult and family literacy: Chisman, Fingeret, Stedman, Kaestle, Sticht, Lerche, Diekhoff, Nickse, Auerbach and more. Topics include definitions of literacy, intergenerational literacy, measurement of literacy attainment, and school and workplace literacy.

Bader, L (1989). Realizing the potential of informal reading inventories. *Journal of Reading.* 32 (5).

Very useful exploration of informal assessment measures and their important role in literacy programs. **Useful for program assessment.**

Beder, H. (1991). *Adult literacy: Issues for policy and practice.* Florida: Krieger Publishing Company.

Excellent book for program planners. Chapters include: Definitions of literacy, the role of the federal government, target populations, learner motivations, nonparticipation issues, goals and purposes of adult literacy programs, and recommendations for research and practice.

Brizius, J.A. & Foster, S.A. (1993). *Generation to generation: Realizing the promise of family literacy.* Ypsilanti, MI: High Scope Press.

Excellent resource and background reader exploring the roots of the family literacy movement, current best practice from field research and results of recent family literacy evaluations. Also includes suggestions for innovative practice, recommendations for future research and directions for changes in policy initiatives. A very useful book to help anyone understand the family literacy movement and determine one's own role in effectively improving and promoting family literacy programs. Excellent bibliography.

Butler, B., and Clay, M. (1982). *Reading begins at home: Preparing children for reading before they go to school*. Portsmouth, NH: Heinemann Educational Books.

Excellent book for use with parents. Offers suggestions for parents on how to prepare children for reading and activities that parents and children can do together at home to engage in reading or prereading tasks. Also includes a reading list of children's books for parents to use. **Useful for curriculum and instruction.**

California Test Bureau/McGraw-Hill. (1978). *Test of adult basic education (1976 edition)* ***TABE*** Level D, Form 1., Monteray, CA: McGraw-Hill, Inc.

Commonly used pre- and post-test assessment instrument in Adult Basic Education. **Useful for assessment.**

Cameron, S.V. & Heckman, J.J. (1991). *The nonequivalence of high school equivalents.* Chicago, IL: University of Chicago, Department of Economics.

Comparative study of GED (General Education Diploma) certificate holders with regular high school graduates on variables such as knowledge and earning power.

Chisman, F.P. (1989). *Jump Start: The Federal role in adult literacy*. Southport, CT: The Southport Institute for Policy Analysis.

Excellent background reading regarding the role of the federal government in developing a literacy agenda and an exploration of the problems that businesses, schools and communities face in developing successful programs.

Comprehensive Adult Student Assessment System (CASAS). (1990). Foundation for Educational Achievement, Inc., 8910 Clairmont Mesa Blvd., San Diego, CA 92123.

This assessment is designed to measure adult life skills, such as reading a newspaper advertisement and using math in everyday life to do such things as balance a checkbook. **Useful for assessment.**

Condelli, L. & Kutner, M. (1992). *Quality indicators for adult education programs: Lessons learned from other programs*. Contract with the Office of Vocational and Adult Education, USED. Washington, DC: Pelavin Associates, Inc.

Details the indicators of program quality that should be considered when developing any adult education program.

Curtis, L.R. (1990). *Literacy for Social Change.* Syracuse, New York: New Readers Press.

Interesting information, but oriented toward international, third world development agencies and problems in developing countries. **Useful for background reading.**

Dusewicz, A. & Russell, A. (1987). *How to Validate Adult Education.* Research for Better Schools, Inc., NJ State Department of Education, Trenton, NJ (ERIC # ED 335-487).

Useful Guidebook on the issues involved in the validation and program evaluation process. Stresses the difference between statistical and educational significance and outcomes. Could be a useful resource for staff training. **Useful for evaluation projects.**

Edwards, P.A. (1990). *Talking your way to literacy: A program to help nonreading parents prepare their children for reading.* Chicago: Children's Press.

This workshop evolved from the *Parents as Partners in Reading* workshop and outlines a method based on language (oral discourse, conversation) to assist parents in becoming literate. **Useful for curriculum and instruction.**

Family Literacy in Action: A survey of successful programs. (1990). Syracuse, NY: New Readers Press.

Reviews the following programs: Marin County Library Family Literacy Program, Parent Readers Program, MOTHEREAD, Project WILL, The Kenan Family Literacy Project, Mother's Reading Program, Take Up Reading Now (TURN). **Good resource for program planning.**

Fingeret, H.A. (1993). It belongs to me: *A guide to portfolio assessment in adult education programs.* Durham, SC: Literacy South.

Fingeret A., & Jurmo, P. (Eds.). (1989). *Participatory literacy education.* San Francisco, CA: Jossey-Bass, Inc.

This small volume gives the reader a glimpse of the discussions that surround the adult education community's approach to the theory and practice of literacy education. There is much discussion in this book about giving decision making power to the adult literacy students. A thought provoking volume. **Useful for background reading.**

Finnegan, R. & Sinatra, R. October (1991). Interactive computer-assisted instruction with adults. *International Reading Association, Journal of Reading*, 34 (October).

First steps to literacy: Library programs for parents, teachers, and caregivers (1990). The Preschool Services and Parent Education Committee, Association for Library Service to Children. Chicago: American Library Association.

Includes programming, planning, and presentation suggestions for parent oriented library programs. Also includes suggestions for useful children's books. **Useful for curriculum and instruction.**

Florida Literacy Coalition. (1992). *The family literacy kit.*

To order: The Florida Literacy Coalition, P.O. Box 533372-1214, East Livingston Street, Orlando, Florida, 32853-3372, (407) 894-0726.

Focus on family literacy. (1993). *MOSAIC: Research Notes on Literacy.* Institute for the study of Adult Literacy, June 1993, V.3, #2.

Entire volume focuses on family literacy issues.

Fossem, S.V. and Sticht, T.G. (1991). *Teach the mother and reach the child: Results of the Intergenerational literacy action research project of Wider Opportunities for Women.* Washington, DC: Wider Opportunities for Women (WOW), Inc. (43pgs.)

Empirical evidence from the Intergenerational Literacy Action Research Project (ILAR) demonstrating the connection between children's academic gains in school and the mother's current schooling. Findings challenge the notion that adult education programs intervene too late to solve the nation's education skills problems. The authors call for a re-examination and re-investment in the education and training of adult women. Statistical information is useful. **Useful for background reading.**

Fredericks, A.D. (1990). Lending a (reading) hand. *The Reading Teacher.* p. 520-521.

Suggestions for recruitment and training of volunteer teachers and tutors.

The Free Library of Philadelphia. (1990). *Reader development bibliography: Books recommended for adult new readers.* New York: New Readers Press.

Annotations of books appropriate for adult new readers. Useful for program development and instruction. Over 300 titles in 11 categories (including leisure reading and job related reading). Includes adult reading level charts and suggestions for materials for tutors and teachers.

Gordon, D. (1991). *Learning together: A manual for tutors.* Philadelphia, PA: Lutheran Settlement House, Women's Program, 1340 Frankford Avenue, Philadelphia, PA 19125, (215) 426-8610.

Excellent basic text to help tutors begin to work with adult students. Especially helpful for tutors with little previous experience in education.

Handel, R.D. (1991). *The family reading program.* Partnership for Family Reading. Department of Reading and Educational Media. Montclair State College, Upper Montclair, Montclair, NJ, 07032, (201) 893-7190.

Innovative states: Emerging family support and education programs (Arkansas, Iowa, Oregon, Vermont, Washington). (1989). Cambridge, MA: Harvard Family Research Project.

Excellent description of programs, including issues of funding and staffing. Includes a brief history of each program. **Useful for program planning.**

Irwin, P.M. (1990) *Adult literacy issues, programs, and options.* Congressional Research Service # IB85167.

Small publication (15 pages) full of useful information for program managers. Reviews definitions of literacy and provides list of literacy programs, those funded by specific government programs and those funded through private funds. This document provides a good road map through the maze of government funding institutions and private providers of literacy instruction.

Irwin, P.M. (July 26, 1991, updated version). Adult literacy issues, programs, and options. Congressional Research Service # IB85167.

Updates the 1990 version reviewed above. Contains review of new legislation since 1990. **Useful for background reading.**

Jackson, G.B. (1990). *Measures for adult literacy programs.* Washington, DC: ERIC Clearinghouse on Tests, Measurement, and Evaluation.

Excellent resource. Has annotated listing of assessment and evaluation instruments useful for adult literacy and basic education programs. Also includes a section on appropriate tests for ESL. Includes a section on *affective* outcomes and measures of critical thinking skills. Very Useful.

The Kenan Trust Family Literacy Project. (1989, September). *A place to start: The Kenan Trust Family Literacy Project.* Louisville, KY: National Center for Family Literacy.

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A short description of the Kenan Trust Family Literacy Project. Paper includes elements of this most successful program.

Kirsch,I., Jungeblot, A., Jenkins, L., & Kolstad, A. (1993). *Adult literacy in America: A first look at the results of the National Adult Literacy Survey.* (GPO #065-000-00588-3). National Center for Educational Statistics, Office of Educational Research and Improvement.

This informative report examines literacy levels of all American adults. Copies of this report can be ordered from the following source:

Educational Information Branch
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Washington, DC 20208-5641
or Call (800) 424-1616

Kirsch, I., Jungeblot, A. & Campbell, A. (1992). *Beyond the school doors: the literacy needs of job seekers served by the U.S. Department of Labor.* U.S. Department of Labor, Employment and Training, Administration, and Educational Testing Service. (Contract #99-8-3458-75-052-01).

Kirsch, I.S. (1986). *Literacy: Profiles of America's young adults* (Report No. 16-PL-02). Princeton, NJ: National Assessment of Educational Progress.

Very useful background reading. Provides information for workshop use and program planning.

This National Assessment of Educational Progress (NAEP) report presents an inventory of the literacy skills of America's young adults, ages 21-25. Background information is presented in easy to read tables and graphs.

Demographic information includes information on the following factors: home environments, early language experience, educational attainment, aspirations, employment status, current reading and writing activities, involvement in community affairs.

Academic information includes: measurement of "core" skills (100 literacy tasks organized into three scales: quantitative, document and prose literacy) and an oral language interview for those who performed poorly on the "core" skills.

Sample items from the assessment are included.

Kozol, J. (1985). Illiterate America. New York: New American Library.

Good for **background reading**. Questions, definitions and current statistics in adult literacy. Chapter entitled, *The Pedagogic Time Bomb: The Children of Non Readers,* could be useful as background reading.

Kroeker, T. and Henrichs, M. (1993). *Reaching adult learners with whole language strategies.* Katonah, NY: Richard C. Owen Publishers, Inc.

This extensive volume (225) pages offers instructors of adult education useful theoretical information on the whole language approach and explicit lessons in utilizing these techniques in the adult classroom. Appendix also includes examples of adult reading interest inventories, study skill surveys, and teacher/student reading interviews for adults.

This volume is appropriate for those with extensive experience in the teaching of reading.

Kutner, M.A., Sherman, R., Webb, L., Herman, R. (1992). *Study of ABE/ESL instructor training approaches: Phase 1 Technical Report.* USED Contract No. 90001001. Washington, DC: Pelavin Associates, Inc.

Useful information on training approaches used for tutors and teachers in programs around the nation.

Laying the foundations: A parent-child literacy training kit. (1988). Push Literacy Action Now (PLAN), 1332 G Street, NE, Washington, DC.

Background information, guides, and suggestions for teachers may be the most useful part of this kit. **Section C, "Teaching a Nonreader to Read to a Child", is especially useful.**

Lerch, S.L. (1985). *Effective adult literacy programs: A practitioner's guide.* New York: Cambridge Book Company.

Based on the findings of the National Adult Literacy Project. *A very useful, practical, nuts and bolts guide to setting up a literacy program.*

Highlights:

- o Recruitment suggestions
- o Orientation of new students
- o Counseling component of program
- o Testing (This section needs to be supplemented)
- o Instruction
- o Evaluation
- o Networking
- o Program Management

Literacy Volunteers of America, Inc. (1991). *How to add family literacy to your program.* LVA, Inc., 5795 Widewater Parkway, Syracuse, NY 13214.

Useful, informative publication that gives practical suggestions on how to add family literacy activities to adult literacy programs.

Lytle, S.L., Belzer, A., Reumann, R. (1992). *Invitations to Inquiry: Rethinking staff development in Adult Literacy Education.* Technical Report (TR 92-2). Philadelphia, PA: National Center for Adult Literacy, University of Pennsylvania.

Lytle, S.L. & Wolfe, M. (1989). *Adult literacy education: Program evaluation and learner assessment* (Contract No. RI88062005). Office of Educational Research and Improvement. Columbus, Ohio: The Center on Education and Training for Employment, The Ohio State University.

Excellent comprehensive guide to literacy program evaluation and adult student assessment. Written in comfortable, easily understood language. Covers up to date discussion of the meaning of literacy, an overview of approaches to evaluation and a useful guide to standardized and alternative methods of testing literacy students. Useful for assessment.

National Association of State Boards of Education. (1991). *Caring communities: Supporting young children and families.* NASBE, 1012 Cameron Street, Alexandria, VA 22314, (703) 684-4000.

National Clearinghouse on Literacy Education. (1990). *Resource Guide to Family English Literacy.* Washington, DC: Center for Applied Linguistics.

Useful list of programs around the country involved in family literacy. Also contains a suggested list to assist in building a parent-child literacy curriculum, useful videotapes, useful bibliography and a list of potential network organizations.

The National Evaluation of the Even Start Family Literacy Program: Status of Even Start projects during the 1989-90 program year. Boston, MA: Abt Associates, Inc. (report funded by U.S. Department of Education).

The evaluation of 120 Even Start projects for the Department of Education. The 1991-92 evaluation report is also available.

National Literacy Act of 1991. Available from the U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy Clearinghouse. Washington, DC. U.S. Department of Education, 400 Maryland Avenue, Washington, DC 20002.

Newman, A.P., & Berverstock. (1990). *Adult Literacy: Contents and challenges*. Newark, Delaware: International Reading Association, Inc.

Good **background reading**. Deals with the problem of a good literacy definition and has an excellent chapter on measuring literacy in America.

Nickse, R.S. (1990). *Family and intergenerational literacy programs: An update of the "Noises of literacy."* Columbus, Ohio: Ohio State University, ERIC Clearinghouse on Adult, Career, and Vocational Education.

Important resource for persons involved in family literacy. Offers excellent background reading on the growth of family literacy programs and current working program models.

Non-Profit Management Reports. (1990). *251 Ways to Motivate and Recognize Volunteers.* Third Sector Press, 2000 Euclid Avenue, P.O. Box 18044, Cleveland, OH 44118, (216) 831-9300.

Ohlhausen, M. M., Meyerson, M. J. & Sexton, T. April (1992). Viewing innovations through the Efficacy-Based Change Model: A whole language application. International Reading Association, *Journal of Reading*, (April, 199).

Orange County Public Schools. (1990). *Adult Education Program Course Standards Adult Basic Education*. Tallahassee, FL: State of Florida, Department of Education.

Padak, Nancy D., Padak, Gary M. (1991) What works: Adult literacy program evaluation. *Journal of Reading*, 34(5).

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Parents in Education. (1992). *Even Start Family Literacy Focus Papers*. Portsmouth, New Hampshire: The Parent Involvement/Family Literacy Specialty Option, RMC Research Corporation, 1000 Market Street, Portsmouth, NH 03801.

This is a set of ten, *one-page* papers on topics relevant to family literacy programs. The following topics are included in the set: Non-traditional learners, retention, evaluation, collaboration, etc.

Partridge, Susan. (1989). *Intergenerational literacy programs discussed.* Eric Document No. ED 311 157 (CE 052 858).

Short, but useful document (15pgs) on the issues relevant to family literacy. Content includes: a discussion of the philosophy driving the current interest in family literacy; a review of successful family literacy intervention techniques; and suggestions on instructional design for persons getting involved in family literacy projects.

Some of the family literacy techniques reviewed include: One-on-one tutoring with appropriate parents of Chapter 1 students (Boston Project [BU]); the Paired Reading approach (United Kingdom); the Neurological Impress Model (student and instructor read aloud in unison); and the adult reading curriculum based on children's literature.

Pelavin Associates, Inc. 2030 M Street, N.W., Suite 800, Washington, DC 20036. November (1991). *Study of ABE/ESL Instructor Training Approaches*, Key Elements of Adult Education Teacher and Volunteer Training Programs. Office of Vocational and Adult Education, U.S. Department of Education, Washington, DC 20002.

Pelavin Associates, Inc. 2030 M Street, N.W., Suite 800, Washington, DC 20036. February (1992). *Study of ABE/ESL Instructor Training Approaches*, Phase I Technical Report. Office of Vocational and Adult Education, U.S. Department of Education, Washington, DC 20002.

Pelavin Associates, Inc. (November, 1990). *Adult education programs and services: A view from nine programs*. U.S. Department of Education: Office of Planning, Budget and Evaluation. (67 pages).

This report contains very useful information in understanding the intricacies of funding through the Adult Education Act and the diversity of programs that are supported by that funding. Contains an excellent section on collaboration. Also addresses other major sources of funding for adult basic skills students: JTPA, JOBS (Family Support Act),

Immigration Reform, and Control Act. It examines the delivery of adult education services and information related to program financing, program coordination, participant recruitment and retention, instructional and student support services, student assessment, and adult education teachers and training. **Useful in program planning.**

Phi Delta Kappan. (1987, November). Literacy: A spec' l issue.

Extremely useful as background reading and workshop material. This is an excellent digestible overview of the field of literacy. It features writings from important people in the field, such as Larrick, Chall, and Carbo. Has good information on effective adult programs and the importance of stressing good programs for children.

Pioneering states: Innovative family support and educational programs (Connecticut, Kentucky, Maryland, Minnesota, Missouri). (1988). Cambridge, MA: Harvard Family Research Project.

Extremely useful document for program planning. Beyond outlining successful components of these pioneer programs, this document contains the thoughts of project directors on future directions for change in programs based on insights, feedback, and evaluations.

Pugsley, R.S. (1990). *Vital Statistics: Who is served by the adult education program? Starting line for the year 2000.* United States Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.

Quintero, Elizabeth (1987). *Intergenerational literacy model project handbook.* From the El Paso Community College, El Paso, Texas. Austin, Texas: Texas Education Agency, Austin Division of Adult and Community Education Programs. (123 pgs). ERIC NO. ED 2909 004 and CE 049 347.

This handbook describes the model parent/child literacy project undertaken by the El Paso Community College. Actual day to day activities are included. **Could be a very useful document in program planning.** Also includes an evaluation of the program. **Useful in curriculum and instruction.**

Reading is Fundamental (RIF): *A guide to RIF's family literacy programs.* Program Division, 600 Maryland Avenue, S.W. Suite 500, Washington, DC 20024 (202) 287-3220.

Very useful descriptions of various family literacy programs that are in operation around the country.

Ross-Gordon, Jovita M. (1989). *Adults with learning disabilities: An overview for the adult educator.* Columbus, Ohio: The Ohio State University, **Eric Clearinghouse on Adult,**

Career, and Vocational Education, Center on Education and Training for Employment.

Very useful practitioner's guide to the diagnosis and remediation of language disabilities in adults. **Good background reading for persons involved in assessment** and diagnosis.

Schorr, L.B. (1989). Early Interventions to reduce intergenerational disadvantage: The new policy context. *Teachers College Record,* 90 (3).

Background reading on the complex array of factors that put young children at risk. Author cites numerous successful parent and child programs that have demonstrated success in reversing a downward educational spiral for children.

Sharp, P.A. (1991). Picture books in the adult literacy curriculum. International Reading Association, *Journal of Reading,* 34(5).

Sherman, R.Z., Kutner, M.A., Webb, L., & Herman, R. (1991). *Key elements of adult education teacher and volunteer training programs.* USED contract No. 90001001. Washington, DC: Pelavin Associates, Inc.

Silvanik, R.A. (1991). *Toward integrated adult learning systems: The status of state literacy efforts.* National Governors' Association: State Literacy Exchange, Center for Policy Research.

Relatively short report (20 pages) detailing results of 1990 survey of 400 state literacy leaders on the status of state literacy initiatives. Study concentrates on the status of leadership for literacy within the states and strategies that are currently in place to deal with adult literacy issues.

This report gives a broad picture of the current status of literacy collaboration within the states.

This could be an excellent reference for program planners and those who need to maintain collaborative relationships for service delivery within the states. Very important for those seeking to bring coherence to the fragmented array of programs in adult literacy and basic skills services. **Contains the survey instrument.**

Stasz, B. & Schwartz, R. G. & Weeden, J., September (1991): Writing our lives: An adult basic skills program. *International Reading Association, Journal of Reading,* 34(6).

State of Iowa, Department of Education (1992). *What has happened to Iowa's GED graduates? A Two, Five, and Ten year Follow up Study*. Des Moines, Iowa: Department of Education, Bureau of Educational and Student Services.

Documents success of GED graduates in Iowa.

Sticht, T.G. & McDonald, B.A. (1989). *Making the nation smarter: The intergenerational transfer of cognitive ability*. Pennsylvania State University, University Park, PA: Institute for the Study of Adult Literacy.

Excellent **background reading** stressing the need for coordinated efforts in both child and adult services in literacy. Stresses the importance of intergenerational instruction and the need to build on the strengths of culturally diverse groups.

Sticht, T.G. (1987). *Functional Context Education*. Pennsylvania State University: Institute for the Study of Adult Literacy.

Very detailed account of cognitive processes involved in job/adult literacy training.

Sticht, T.G. (1990). *Testing and Assessment in Adult Basic Education and English as a Second Language Programs*. San Diego, CA: Applied Behavioral and Cognitive Science, Inc.

Very useful document. Reviews and critiques common standardized tests in Adult Basic Education (ABE) and English as a Second Language (ESL). Also reviews uses and abuses of alternative testing. **Good background in assessment.**

Strickland, D.S. & Morrow, L.M. (1989, March). Family literacy and young children. *The Reading Teacher*, 59-71.

Short article. List of guidelines for engaging parents in reading activities with children. Applicable to school based programs as well.

Taylor,D., & Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner city families.* Portsmouth, NH: Heinemann Educational Books, Inc.

Good case studies and vignettes of literacy development in inner-city and multicultural families.

This would be an excellent resource for anyone doing a workshop. A selection of the vignettes could be used to introduce the audience to the types of problems and successes that beginning literacy students encounter.

Taylor, D. (1983). *Family literacy: Young children learning to read and write.* Portsmouth, NH: Heinemann Educational Books, Inc.

Stresses the fact that children develop language competence within the context of family interaction and that the family supports the development of literacy in children. Excellent scenarios of families reading together and a detailed account of emergent readers and writers. **Useful in background reading.**

Torres, N. (1992). *Effective family outreach: A training manual.* Fort Collin, CO: The Even Start Family-Centered Learning Project. Colorado State University, Fort Collins, CO.

U.S. Department of Education, Office or Policy and Planning. (1993). National Evaluation of the Even Start Family Literacy Program. (Contract LC 90062001). Abt Associates and RMC Research Corporation under contract with the U.S. Department of Education.

U.S. Department of Education. (1990). *National Adult Literacy Survey* (NALS) (Contract No. RS89006001). Office of Educational Research and Improvement. Princeton, NJ: Educational Testing Service.

U.S. Department of Education. (1990). *Report to Congress on defining literacy and the National Adult Literacy Survey*. Adult Learning and Literacy Clearinghouse. Washington, DC: U.S. Department of Education, Division of Adult Education and Literacy.

A "must read" for anyone getting involved with literacy programs. This short paper (22 pgs.) outlines the current government regulations regarding literacy and contains an excellent discussion of the current debate over the definition of literacy. Some useful charts and graphs are also included.

Venezky, R.L., Wagner, D.A., & Ciliberti, B.S. (Eds.). (1990). *Toward defining literacy*. Newark, DE: International Reading Association.

Excellent background reader on the topic of literacy. The format is more of a discussion format rather than a "how to" or "what to do" manual (**more of a thought piece**). Authors include many of the most important people in the literacy movement: Jeanne Chall, Arlene Fingeret, Carl Kaestle, Irwin Kirsch, Thomas Sticht, and Larry Mikulecky. Covers important information on the following topics: literacy definitions, policy implications, and measurement of literacy. **Good background reading.**

This resource list was prepared by Dr. Kathleen J. Mackin, RMC Research Corporation, 1000 Market Street, Portsmouth, NH 03801

Weinberg, P. (1990). *Family literacy and the school*. New York: New Readers Press.

Excellent small, well written publication (45pgs) detailing methods teachers can use in interacting with parents with limited literacy skills. Could be used very successfully in a workshop format.

Weinstein-Shr, G. (1992). Literacy and second language learners: A family agenda. In Spener, D. (Ed). *Adult biliteracy in the United States*. Published by Center for Applied Linguistics (CAL), Washington, DC. Available through Prentice Hall, Regents, Old Tappan, NJ.

Excellent thought provoking publication on the problems and concerns surrounding second language learning and its impact on families.

Weinstein-Shr, G. (1990). *Family and Intergenerational Literacy in Multilingual Families*. Published by the National Clearinghouse on Literacy Education (an adjunct ERIC Clearinghouse). Washington, DC: Center for Applied Linguistics (CAL).

This excellent article clearly defines family literacy programs and briefly describes program models, effective instructional approaches, future directions, and offers an excellent reference list.

Weinstein-Shr, G. (1992). *Stories To Tell Our Children*. Boston, MA: Heinle & Heinle Publishers. A Division of Wadsworth, Inc.

Weiss, H.B., & Jacobs. (Eds.). (1988). *Evaluating family programs*. New York: Aldine De Gruyter.

Everything you want to know about evaluating family programs (555 pages). Includes case studies, research instruments, and information on "other desired outcomes" for family, parent, and child.

William T. Grant Foundation on Work, Family and Citizenship. *New partnerships: Education's stake in the Family Support Act of 1988*. Washington, DC: William T. Grant Foundation.

Excellent small publication (31 pages) describing the regulations and major goals of The Family Support Act of 1988 (FSA). The FSA requires states to make educational services available to participants under its new Job Opportunities and Basic Skills Training Program (JOBS).

Knowing that collaboration will be necessary to carry out the mission of this Act, **there is a good section in this pamphlet that deals with collaboration.** An excellent section details the types of persons served under this act and the types of services that will be required. **Excellent short section on the markers of successful adult literacy and basic skills programs.**

Womack, Sid T. & Chandler, B.J., February (1992): Encouraging reading for professional development. International Reading Association, Journal of Reading, 35(2).

Woods, N. (1987). Beginning a literacy program. Metropolitan Pittsburgh Public Broadcasting, Inc. and Pennsylvania State University, Adult Literacy.

This small booklet contains very useful information about starting a literacy program. It includes information on funding, financing and training volunteers and teachers. **Useful for program planning.**

Zill, N., Moore, K., Nord, C. & Stief, T. (1991). *Welfare mothers as potential employees: A statistical profile based on national survey data* (Contract No. 3110-36). Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services. Washington, DC: Child Trends, Inc.

Very useful profiles of AFDC mothers. Could be extremely useful **background information** for persons planning programs that will involve AFDC mothers. The paper also outlines changes in the provisions of the Family Support Act that will have impact on how AFDC mothers are funded.

OTHER SOURCES OF INFORMATION ON ADULT/FAMILY LITERACY

Publications

Adult Basic Education: An Interdisciplinary Journal for Adult Literacy Educators. Published by the Commission on Adult Basic Education of the American Association for Adult and Continuing Education. (for info contact: AAACE 2101 Wilson Blvd., Arlington, VA 22201. Phone: (703) 522-2234).

Adult Learning and Literacy. *A.L.L. Points Bulletin*. Published bi-monthly by Division of Adult Education and Literacy. Office of Vocational and Adult Education, U.S. Department of Education, Washington, DC., 400 Maryland Ave., Washington, DC 20202-7240.

Useful list of state and private literacy providers. Includes useful phone numbers and hotlines.

Connections: A journal of adult literacy. Published by Adult Literacy Resource Institute, 989 Commonwealth Avenue, Boston, MA 02215, (617)782-8956.

Journal of Reading: A journal of adolescent and adult literacy from the *International Reading Association*, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19714-8139.

MOSIAC: Research Notes on Literacy. Institute for the Study of Adult Literacy. College of Education, Pennsylvania, ST. U. 204 Caldera St., University Park, PA 16801-4756.

Report on Literacy Programs: The bi-weekly newsletter on basic skills training and workplace literacy. Business Publishers, Inc. Silver Spring, MD.

Excellent biweekly report on government regulations and movements related to literacy programs and general "happenings" regarding adult literacy.

Organizations

Barbara Bush Foundation for Family Literacy. 1002 Wisconsin Avenue, NW, Washington, DC 20007.

Clearinghouse on Adult Education and Literacy U.S. Department of Education, 400 Maryland Ave., Washington, DC 202-7240, (202) 205-9233.

ERIC Clearinghouse on Adult, Career, and Vocational Education. Center for Education and Training for Employment. The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210.

Newsletters and bibliography notices.

ERIC Clearinghouse on Reading and Communication Skills. Indiana University. Smith Research Center. Bloomington, IN 47408, (812) 855-5847.

Newsletters and bibliography notices.

ERIC National Clearinghouse on Literacy Education: An Adjunct ERIC Clearinghouse. Center for Applied Linguistics (CAL) 1118 22nd Street, NW, Washington, DC 20037. (202) 429-9292.

Newsletters and bibliography notices.

Institute for the Study of Adult Literacy. Penn State University, University Park, PA 16801 (814) 863-3777.

National Center for Family Literacy. Waterfront Plaza Suite 200, 325 West Main Street, Louisville, KY 40202-4251. Phone: (502) 584-1133.

National Center on Adult Literacy (NCAL). University of Pennsylvania, Philadelphia, PA 19104-6216. Tel: 215-898-2100.

National Institute for Literacy. 800 Connecticut Avenue, NW, Suite 200, Washington, DC 20202-7560, (202) 632-1500.

Wider Opportunities for Women (WOW), 1325 G Street, NW - LL, Washington, DC 20005. Phone (202) 638-3143/Fax (202) 638-4885.

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